

Lesson 1	<p>Subject: KS3 Dance</p> <p>Lesson Description: Contact with the Floor</p>	<p>Learning Outcomes: Students will: -</p> <ul style="list-style-type: none"> • Learn four movements in contact with the floor • Combine tasks to create a sequence • Experiment with speed and dynamic range • Create their own original combination 	<p>Suggestions:</p> <p>Time permitting, try to film the student's own sequences so that you can refer back to these when assembling a short dance piece.</p>
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Activity	Description	Objectives	✓	Teaching Points	Resource	Differentiation
Warm Up: Painting the Floor	Students travel from one side of the space to the other, imagining they are covered in paint, staying connected to the floor	To understand the importance of warming the body up before exercise. To get used to moving in contact with the floor and develop creative ways of moving.		<ul style="list-style-type: none"> - Keep as much of the body connected to the floor whilst travelling - Keep head in contact with the floor - Keep the neck relaxed 	Lesson 1 Film 1 (warm-up)	<p>↗ Students find sophisticated ways of moving across the space, exploring a range of movement possibilities and playing with speeds; moving fast and slow</p>
Task 1: Unfolding Star	Students start in a tight ball on their side. They draw a wide semi-circle up and around their head to take them on to the other side.	To build on the warm up task and become acquainted with using the floor as a partner. To introduce a movement that can be used as a transition later in the lesson.		<ul style="list-style-type: none"> - Keep head tucked in with a curved sine - Trace a really wide circle with the fingertips - Keep the movement smooth - Keep the head in contact with the floor 	Lesson 1 Film 2 (Task 1)	<p>↗ Pupils demonstrate a smooth, continuous movement keeping the feet, head and body in contact with the floor</p> <p>↘ Pupils complete the movement but need to take more of a pause in the ball position to adjust the body.</p>

<p>Task 2: Stand up, spiral down</p>	<p>Student's start facing forward on their knees hands in front, toes tucked under. They push forward on to their hands, springing on to the toes, heels down. They uncurl through the spine neck and head drawing the right arm up above the head. They then draw diagonal to the left hip and swivel to the floor in a downward spiral. Release the feet and repeat.</p>	<p>To introduce the concept of moving in to and up from the floor, a signature movement principle of BalletBoyz' work.</p> <p>To introduce a sophisticated movement task that involves various technical components.</p>	<ul style="list-style-type: none"> - Take time with the movement and start slowly - Uncurl through their spines slowly leaving the head until last. - Focus on the diagonal path of the hand to the floor getting a really good twist of the upper body before they spiral down - Keep the feet parallel and knees over toes as they bend and curl up 	<p>Lesson 1 Film 3 (Task 2)</p> <p><i>Optional: See also Inspiration Clip: Fallen</i></p>	<p>↗ Students manage a smooth, continuous movement adhering to all teaching tips, reaching full extension of the body. Begin to demonstrate dynamic range.</p> <p>↘ Students break the movement down in to two parts; uncurl through the spine bringing the arm up and pause. Spiral down to the floor just to face the back if their knees and feet get tangled.</p>
<p>Task 3: Ear to the ground</p>	<p>Students start sitting up straight, legs out in front of them. Leading with their ear, they let their bodies fall on to their front. Push back up to a seating position and repeat on the other side.</p>	<p>Introduce the concept of letting the body's weight initiate a movement.</p> <p>Continues to help students get used to working in contact with the floor.</p>	<ul style="list-style-type: none"> - Maintain a smooth fluid movement with no stops - Place both hands on the floor to support body weight - Keep the legs and feet extended 	<p>Lesson 1: Film 4 (Task 3)</p> <p><i>Optional: See also Inspiration Clip: Fallen</i></p>	<p>↗ Students are able to keep the feet and legs in contact with the floor for the duration of the movement and can really articulate the movement of the head.</p>

<p>Task 4: Backwards Roll</p>	<p>Students find a space, face the side sitting up straight with their legs out in front. Roll backwards drawing the knees in to the chest. Extend the feet over the right shoulder and slide out on to their front. Roll up to starting position.</p>	<p>Introduce a very common roll used a lot in floor work that students can use in their own choreography.</p>		<ul style="list-style-type: none"> - Draw the knees in with energy to gather momentum to roll - Direct feet over the shoulder NOT the neck - Push body weight through the hands to return to a seated position 	<p>Lesson 1: Film 5 (Task 4)</p> <p><i>Optional: See also Inspiration Clip: Fallen</i></p>	<p>↗ Students complete the movement smoothly without getting stuck at the halfway point.</p> <p>↘ Students roll backwards, extending the legs but need to pause at the half way point or they don't roll all the way over the shoulder until they feel more confident.</p>
<p>Section 2: Building a Sequence</p>	<p>Teachers recap the four tasks learnt and ask students to put them together in order (1,2,3,4) Students do their sequence again focusing on dynamic range – they can choose fast, slow or fast and slow or try all three.</p>	<p>To show students how individual tasks can be assembled to create a sequence. To introduce them to dynamic range and how this can change the quality of their movements.</p>		<ul style="list-style-type: none"> - Disguise the joins between the movements so that the sequence flows - When doing the movement fast, ensure the knees and spine are kept safe. 	<p>Lesson 1: Film 6 (Building a Sequence)</p> <p><i>Optional: See also Inspiration Clip: Fallen</i></p>	<p>↗ Students perform a smooth sequence of movement executing all teaching tips from each task. Students try all three dynamic variations consecutively.</p> <p>↘ Students perform all four tasks in order remembering as many of the teaching tips as possible.</p>

<p>Section 3: Over to You (creating)</p>	<p>Teachers ask students to use all four tasks and create their own sequence of movement putting them together in any order. Students include dynamic range and add extra linking steps (transitions) if they wish.</p>	<p>Students demonstrate creativity, imagination and problem solving when assembling movement. They use what they have learned during the lesson and put it together taking ownership of the process.</p>		<ul style="list-style-type: none"> - Be creative and experiment - Play with speeds and dynamics - Be aware of other's in the space - Take care of the knees, spine and head 	<p>Lesson 1: Film 7 (Over to You)</p> <p><i>Optional: See also Inspiration Clip: Fallen</i></p>	<p>↑ Students find creative and sophisticated ways of putting the movements together. They consider repetition as a choreographic tool, change of direction, dynamics and add in their own transitions to help link the movements.</p> <p>Watch the Inspiration Clip and ask students to observe the dancers moving in contact with the floor.</p>
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<p>Assessment: What are we looking for?</p> <ul style="list-style-type: none"> - Focus and concentration - Smooth and seamless movements <p>Students getting used to working in contact with the floor.</p> <ul style="list-style-type: none"> - Paying attention to teaching tips - During choreographic task, creativity, dynamics and ability to add in extra steps 	<p>Things to consider:</p> <ul style="list-style-type: none"> - Feeling self-conscious; students start with the tasks that have been set so they feel equal in the group. - During the create section, reiterate that there is no correct way of making up their sequence – all movement choices are valid. - Try playing different types of music to help guide dynamic range and offer ideas. 	<p>Discussion and appreciation</p> <p>After section 3 is complete, encourage students to share their short sequences, consider:</p> <ul style="list-style-type: none"> - Which sequences stood out and why? - What did students enjoy about making the sequence and what was challenging? - What suggestions could we give if we were to do it again?
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<p>Resources: Filmed lessons that include full examples of each task and section (Select 11-14 category in the resource bank, Lesson 1 and Inspiration Clip 1: Fallen and Young Men)</p> <p>Access to laptop/whiteboard/projector Suitable space for movement (studio, hall, gym)</p>	<p>SMSC: Social working in teams, building positive relationships between peers. Inviting positive discussion and feedback. Introducing students to a professional piece of dance.</p>	<p>Cross-Curricular Links: Maths; sequencing and problem solving, English; communication of subject specific vocabulary</p> <p>Risk Assessment: Clearing of the space and setting up of equipment at the side of the room</p>
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